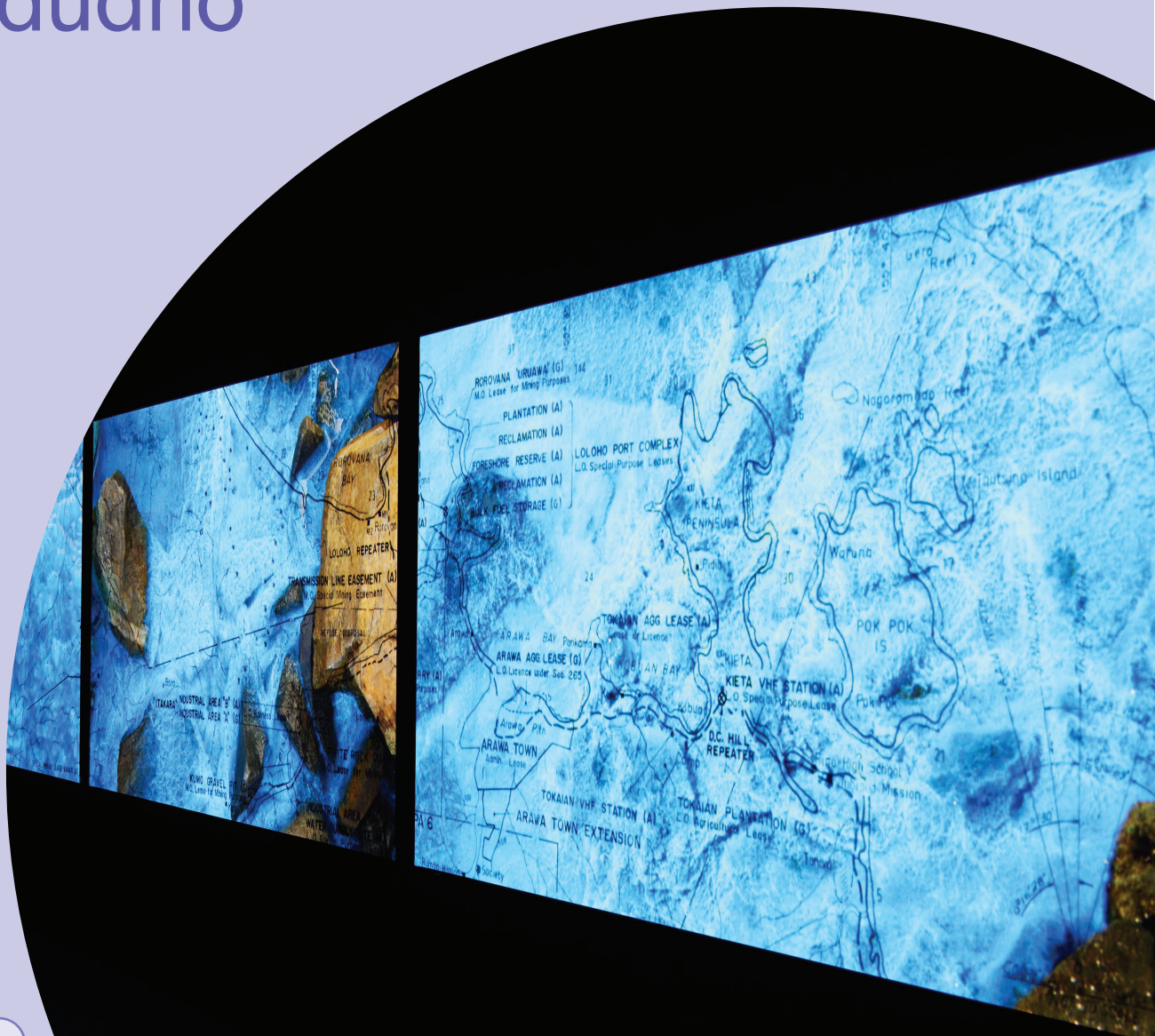


Education Resource Pack 2023

Mostyn
Llandudno

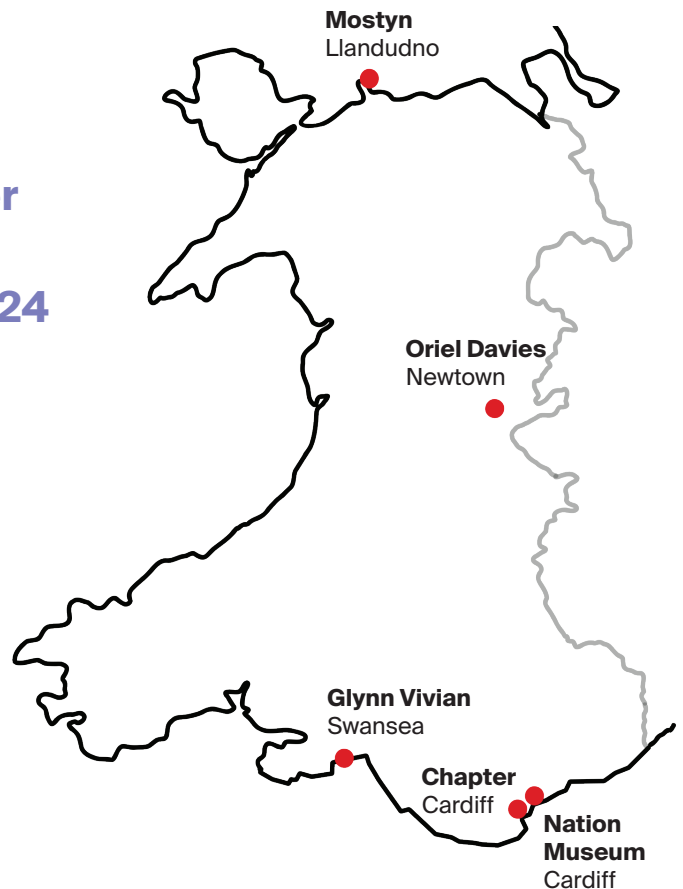


Welcome

Artes Mundi 10. Presenting Partner
Bagri Foundation
20 October 2023 - 25 February 2024

at
Chapter Cardiff
Glynn Vivian Art Gallery Swansea
Mostyn Llandudno
National Museum Cardiff
Oriel Davies Gallery Newtown

[map](#)



The **Artes Mundi 10** exhibition (AM10) presents solo presentations of new and existing work by seven of the world's most important international contemporary artists. These artists are selected by a panel from hundreds of nominations from across the world and are put forward for the £40,000 prize that will be announced during the exhibition's run.

Each of the artist's practice engages with broad themes of the human condition and lived experience in a variety of ways, from the poetic to the rhetorical; from the surreal to the satirical.

The seven artists shortlisted for the prize and exhibiting in Artes Mundi 10 are:

Rushdi Anwar ~ exhibiting at National Museum Cardiff

Carolina Caycedo ~ exhibiting at Oriel Davies Gallery + Chapter

Alia Farid ~ exhibiting at National Museum Cardiff

Naomi Rincón Gallardo ~ exhibiting at Chapter

Taloi Havini ~ exhibiting at Mostyn + Chapter

Nguyễn Trinh Thi ~ exhibiting at Glynn Vivian Art Gallery + Chapter

Mounira Al Solh ~ exhibiting at National Museum Cardiff

How AM10 connects to the Welsh Curriculum

Across Wales, individual presentations by each artist collectively examine ideas concerning connections to land, contested territories and histories, the questioning of nationhood and its environmental impact, and of how these ideas challenge preconceived notions of identity and belonging.

AM10 presents a unique opportunity for students to explore Contemporary Art. This resource pack has been devised for schools to support learning around the artists' work and the themes of the exhibition. It makes connections across Areas of Learning and Experience and has been designed in response to the four purposes of the new curriculum.

The pack draws on a range of evidence, including the expertise and inquiries of the AM10 shortlisted artists and has been co-constructed with local experts and communities. It has been designed for **Key Stages 3, 4 and 5** but can be adapted for use with other Key Stages.

Through this resource pack students will be supported to explore

- **Human Rights and Responsibilities**
 - **Environmental and Climate Justice**
-

Connecting with the creative and cross-curriculum units, students will:

- Engage in creative and critical thinking to find, evaluate and use evidence in forming their views;
- Engage with contemporary issues, and through creating opportunities for facilitated conversations, connect with their current knowledge and values;
- Deepen their understanding of human and democratic responsibilities and rights and learn more about the needs and rights of others, as a respectful member of a diverse society;
- Explore their own cultures, community, society, and the world, now and in the past;
- Respect the needs and rights of others, as a member of a diverse society;
- Explore and learn about environmental justice and their individual commitment to the sustainability of the planet.

Guide

for Schools Visiting
MOSTYN
LLANDUDNO

You will see work by the
following artist:

TALOI
HAVINI



2

artesmundi.org/taloi-havini

Taloi Havini is from the Nakas Tribe of Hakö people from the Autonomous Region of Bougainville (one of the Solomon Islands, part of Papua New Guinea).

Her work is informed by her family history and its ties to the land and communities in Bougainville and she uses a range of media in her work, including photography, audio and video, sculpture, immersive installation and print. Knowledge – production, transmission, inheritance, mapping and representation – are central themes in Havini’s work where she examines these in relation to land, architecture and place.

For Artes Mundi 10, Taloi Havini presents two artworks at Oriol Mostyn. The works are titled *Habitat* and *Where the rivers flow*.

How does the artist's work relate to the topics of Environmental Justice and/or Human Rights & Responsibilities?

- The work is about the environment and how it has been degraded by human impact
- It makes a connection between land and people by highlighting the effects of environmental damage on indigenous communities
- The work makes us think about our relationship with nature, what we take, and how we give back for what we take

Where is Bougainville?



Map

Land in Bourganville is matriarchal meaning the women are traditionally seen as the controllers and inheritors of the land but this was erased when multinational companies arrived in the 1960s and 70s to make millions from mining copper and old. Havini explains that “land is like skin” therefore cannot, or should not, be sold and water is the lifeblood of the land.



● **Habitat** is a three-channel video installation with surround sound. It was made in 2017 and is just over 10 minutes long.

The piece begins in Konawiru, Bougainville, and moves through the Jaba River delta, before ascending to Moroni Valley, where the abandoned Panguna copper mine is situated.

The video clips used in *Habitat* are a combination of video clips captured by Havini and archival footage. The clips play with a sense of scale - ranging from being very close up, almost abstract shots - to far away, entire landscape aerial shots.

Many of the clips show the treatment of the landscape and its residents over time. Slow moving aerial shots show the bright blue contamination of copper-leaching and toxic waste on the land and water.



● ***Where the rivers flow, (Panguna, Jaba, Pangara, Konawiru)*** is a series of 40 archival inkjet prints on cotton rag and dibond - a type of aluminium composite panel which makes them stand out from the wall.

These prints were made in 2023 and are of images from Havini's digital archive that depict the degraded state of Panguna, Jaba, Pangara and Konawiru's environments.

The imagery shown in *Where the rivers flow* is similar to the imagery in *Habitat* - the prints depict different parts of these landscapes and rivers contaminated by colonial mining projects. The prints show how these human activities have contaminated the landscape, but also how nature has begun to reclaim these sites.

Discussion Topics & Prompts

Environmental/Climate Justice

Taloi Havini's work explores Climate Justice by drawing attention to the degraded state of Bougainville's environment and the negative effects this has had on the lives of people who live within and depend upon it.

Her research is informed by strong ties to her land and communities. Copper-leaching, toxic waste and changes to the water table have had devastating effects upon the environment and Indigenous landowners who live, fish and farm there.

Havini is committed to documenting and bearing witness to the ongoing environmental impacts in the area over time, such as polluted freshwater rivers from open-cut mining.

- What is happening in the environment Taloi Havini is showing us?
- Are there any similarities between the landscapes you know and the landscapes shown in Havini's work? What's similar? What's different?
- Who and what relies on the environment shown in Havini's work? Who and what relies on the environments you know?
- How do our actions here in Wales environmentally impact other parts of the world?
- What steps can we personally and collectively take to help the environment globally?

Workshop

Environmental Justice

A simple creative activity designed to be delivered in the classroom, following your gallery visit

Objectives: Students will think about local environmental concerns, generate discussion and create their own protest banner or placard.

Context: Taloi Havini's work deals with the environmental issues facing Bougainville and the indigenous communities who live there.

Materials: Drawing materials, paper or large sheets of paper/cardboard, collage materials, paint, glue, scissors.

Step 1: 5-10 mins

In pairs or small groups, discuss what environmental issues threaten your local area. These may be issues that you've witnessed yourself or heard about in the news (examples might be: declining insect populations, flooding, wildfires, pollution, too many cars on the road, littering, drought etc.).

Tip - make bullet point notes as you discuss together.

Step 2: 20-35 mins

Focus on one issue that you have discussed and design a protest sign to draw attention to it using words or a slogan, and pictures (Examples might be: save the bees! improve public transport! build more flood defences! etc.)

Have a look at the example pictures of protest signs (below) for inspiration.

Depending on the amount of time you have, the signs may be simple, rough plans for signs using pencils and paper - or more detailed and bigger protest signs using more complex materials such as paint, collage etc. The simple plans for signs could also be developed in a future class.

When the signs are complete, bring all the protest signs together and share feedback on the signs made. If possible display the finished signs somewhere in the school, or even stage a mini protest in the corridor! We'd love to see what you create, a photo of your collective work would be amazing. You can send it to us at admin@artesmundi.org or tag us @artesmundi on Instagram or Facebook.



5



7



6



8

Glossary of Useful Terms:

Matrilineal: Matrilineality: the tracing of kinship through the female line. It may also correlate with a social system in which each person is identified with their matriline, their mother's lineage, and which can involve the inheritance of property and titles. [source: Wikipedia]

Indigenous peoples: the earliest known inhabitants of an area and their descendants, especially one that has been colonised by a now-dominant group of settlers. However, the term lacks a single, authoritative definition and can be used to describe a variety of peoples and cultures. [source: Wikipedia]

Settler Colonialism / Colonialism: Colonialism is the practice of a foreign state or group of people exercising control over another country or area. Settler colonialism is a form of colonialism in which settlers create societies that are distinct from the indigenous population and seek to control land and resources and establish their own economy and system of governance. [source: bdsmovement.net]

Extractivism: the removal of natural resources particularly for export with minimal processing [source: Wikipedia]

Ecological Grief: Ecological grief (or eco-grief), or in particular climate grief, refers to the sense of loss that arises from experiencing or learning about environmental destruction or climate change.[source: Wikipedia]

Further Resources

Young climate activists demand action and inspire hope:

www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope

Interview with Taloi Havini: [youtube.com/watch?v=ilkI9-6qINk](https://www.youtube.com/watch?v=ilkI9-6qINk)

Documentary recommended by Taloi in the interview above:

[SEASPIRACY | Netflix](https://www.netflix.com/title/80111440)

Guardian article about the environmental damage of mining in Bougainville:
[theguardian.com/world/2021/jul/21/after-32-years-rio-tinto-to-fund-study-of-environmental-damage-caused-by-panguna-mine](https://www.theguardian.com/world/2021/jul/21/after-32-years-rio-tinto-to-fund-study-of-environmental-damage-caused-by-panguna-mine)

Guardian review of the Artes Mundi 10 exhibition:
[theguardian.com/artanddesign/2023/oct/13/artes-mundi-welsh-art-prize-exhibition-shortlist](https://www.theguardian.com/artanddesign/2023/oct/13/artes-mundi-welsh-art-prize-exhibition-shortlist)

.....

The Other Artists in AM10

CAROLINA CAYCEDO is a Colombian multidisciplinary artist living in Los Angeles. She is known for her performances, videos, artist's books, sculptures, and installations examining environmental and social issues. Her large-scale geographic artworks provide a gateway into discussions about how we treat each other and the world around us. Carolina's work explores land use, protest, and forced migration as a result of climate change. She considers the unsustainable pace of growth under capitalism and how we might embrace resistance and solidarity.

Oriel Davies Gallery, Newtown & Chapter, Cardiff
artesmundi.org/carolina-caycedo-2

NGUYỄN TRINH THI is an artist and filmmaker who lives and works in Hanoi, Vietnam. Crossing boundaries between film and video art, installation and performance, her practice currently explores the power of sound and listening, and the multiple relations between image, sound, and space. She has ongoing interests in history, memory, representation, ecology, and the unknown.

Glynn Vivian Gallery, Swansea
artesmundi.org/nguyen-trinh-thi

RUSHDI ANWAR is a visual artist, researcher, silent activist, community engager, and social equity seeker. Originally from Halabja, Kurdistan, Anwar draws from personal experiences and memories, to reflect on contemporary issues of displacement, identity, conflict, and trauma endured under colonial and ideological regimes. Based on his background as a Kurd who has lived through the recent violence of this region, his works reference both current and historical geopolitical unrest.

National Museum, Cardiff
artesmundi.org/rushdi-anwar-2

ALIA FARID was born in Kuwait and lives and works between Kuwait City and Puerto Rico. Her practice ranges from writing and drawing to film, sculpture, audio and installation. It contemplates colonial histories, cultural rituals, structures of power and boundaries, both physical and cultural, and often explores lesser-known histories that have been deliberately erased. Farid's works often combine symbols from the past and present and her sculptural work specifically addresses the exploitation of natural resources and the impact of extractive industries on the land, ecology and the social fabric of southern Iraq and Kuwait. It responds to the failed attempts at mirroring western constructs through modernisation projects, and issues surrounding representation. In her video works Farid focuses on the humanity of each individual, creating intimate connections between the subject and the viewer that transcends national and ideological boundaries. Her films explore how people, rituals and traditions link to society, values, overcoming adversity and how resistance can be expressed and experienced in different ways.

National Museum Cardiff

artesmundi.org/alia-farid

MOUNIRA AL SOLH is a Syrian Lebanese artist based in the Netherlands. She produces paintings, works on paper, video installations, embroidery and performative gestures that explore migration, memory, trauma and loss. Al Solh documents the experiences of those who have been forced to leave their homes due to political shifts, war and oppression, particularly focusing on the struggles of women in the Arab world. Often informed by her own heritage, her work considers the importance of oral histories and storytelling as a record of lived experience, including dialects and languages that cross boundaries between refugee communities.

National Museum Cardiff

artesmundi.org/mounira-al-solh

NAOMI RINCÓN GALLARDO is a visual artist and researcher currently living and working in Mexico. Her work explores identity, mythology, history, fiction, festivities, crafts, theatre games and popular music. Her exhibition at Chapter consists of films, drawings and animatronics that tell new stories of imagined worlds incorporating feminist and queer perspectives.

Chapter, Cardiff

artesmundi.org/naomi-rincon-gallardo

Image credits:

1 & 3: Taloi Havini, *Habitat*, 2017, Mostyn, Artes Mundi 10, 2023-24. Photography - Stuart Whipps

2 & 4: Taloi Havini, *Where the rivers flow (Panguna, Jaba, Pangara, Konawiru)*, 2023, Mostyn, Artes Mundi 10, 2023-24. Photography - Stuart Whipps

5: *Save the Bees Please*, Canopic via Flickr

6: *No Fracking Pipeline*, Eman Mohammed, Survival Media Agency

7: *Keep it Cool*, Science Museum Group

8: *No Nature No Future*, Penny Cross, Plymouth Live

Content credit:

AM10 Engagement Producer, Gweni Llwyd

AMGUEDDFA
CYMRU

CHAPTER mostyn

GLYNN VIVIAN

